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ABSTRACT

This booklet is designed to explain how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of children and youth who have disabilities or who are gifted. Chapters cover the following topics: what ERIC is, where ERIC can be found, how to use ERIC via manual and computer searching, how to search special education topics in ERIC, where to get copies of materials identified in an ERIC search, how to search the ECER database, functions of the ERIC clearinghouses, and how to contribute to the ERIC database. Appendixes provide an ERIC search worksheet, ERIC descriptors for disabilities and giftedness, ERIC publication types, a list of organizations in the disabilities and gifted field, a list of special education related databases, order forms, a list of ERIC clearinghouses, a list of special education journals, a list of online vendors, a list of 13 print resources, sample resumes of typical ERIC documents, and guidelines for accessing ERIC through computer networks. (JDD)

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How to Find Answers to Your Special Education Questions

Lynn Smarte

Kathleen McLane

EC 301662

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How to Find Answers to Your Special Education Questions

Lynn Smarte

Kathleen McLane

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Preface

WHAT YOU CAN LEARN FROM THIS BOOKLET

The main purpose of this booklet is to explain how you can use the ERIC and ECER databases to find information about the education of children and youth who have disabilities or who are gifted.

The ERIC and ECER databases can help you find answers to a wide variety of education questions such as the following:

- How can computers be used to improve the writing skills of students with learning disabilities?
- How can a program be developed to link mentors with students who are gifted?
- What curriculum guides have been developed for teaching mathematics to elementary school students who have mild disabilities?
- What research has been done on the effects of peer tutoring with students who have severe disabilities?
- Are there models for cooperation between regular class teachers and special education teachers in elementary schools?
- How can parent participation be increased in early intervention programs for children with disabilities?

Every day, teachers, administrators, parents, college faculty, researchers, students, librarians, media specialists, and others have information needs related to children and adults who are gifted and/or have disabilities. Some need only a minimal amount of information, while others need extensive searches of the literature on a topic.

This guide has been developed to help them, and you, find more of these answers effectively and efficiently. All it takes is knowing a little more about what resources exist and how to use them.

Acknowledgments

The authors of the final version of this document would like to acknowledge the contributions of Judy Barokas and Dianna Pinkerton, who developed the first version, which was introduced at the 1992 annual convention of The Council for Exceptional Children.

Many thanks are also due the individuals listed below, whose input helped to make this booklet more user friendly and comprehensive.

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Anmarie Kallas

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Barbara Sorenson

1

What Is ERIC?

Briefly:

- ERIC is the acronym for Educational Resources Information Center.
- ERIC is a federally funded information system.
- ERIC is a database of over 400,000 journal annotations and 300,000 education-related document abstracts.
- ERIC is a source of publications about all aspects of education.

More About ERIC

The Educational Resources Information Center (ERIC) is a nationwide information network designed to provide users with ready access to education literature. Established in 1966 to make materials concerning educational research and practice available from a single source, ERIC collects, analyzes, and distributes literature developed by local, state, federal, and international agencies, as well as by private sources.

The ERIC system, funded by the U.S. Department of Education, Office of Educational Research and Improvement, consists of 16 Clearinghouses, 4 adjunct Clearinghouses, and 4 support components. The 16 Clearinghouses collect and produce information on the following educational topics:

Adult, career, and vocational education.	Children wit' disabilities and children wh are gifted.
Counseling and personnel services.	Languages and linguistics.
Reading and communication skills.	Higher education.
Educational management.	Information resources.

Junior colleges.

Elementary and early childhood education.

Rural education and small schools.

Science, mathematics, and environmental education.

Social studies/social science education.

Teacher education.

Tests, measurement, and evaluation.

Urban education.

At the heart of ERIC is the largest education database in the world containing more than 735,000 bibliographic records of documents and journal articles. Approximately 2,600 records are added monthly. Papers, curriculum and teaching guides, conference proceedings, literature reviews, and curriculum materials, along with articles from nearly 800 education-related journals, are indexed and abstracted for entry into the ERIC database.

> *Please Note:*
> Although the ERIC system consists of many Clearinghouses and other network components at various locations around the United States, it is important to remember that there is only one ERIC database. Whether you access ERIC through a public library, college library, or other information center, you are searching the same database of education information.

ERIC and Special Education

Currently, over 60,000 documents and journal articles in ERIC relate to the education of children with exceptionalities. Most of these are processed by the ERIC Clearinghouse on Handicapped and Gifted Children, which is responsible for covering all types of exceptionalities including the following:

Giftedness.

Talent (artistic giftedness).

Creativity.

Physical disabilities.

Hearing and visual impairments.

Mental retardation/developmental disabilities.

Learning disabilities.

Behavior disorders/emotional disturbances.

Mental disorders.

Autism.

Speech and communication disorders.

Chronic illnesses.

Special health problems (e.g., eating disorders, cancer, AIDS).

Child abuse and neglect.

Children "at risk" due to disabilities, physical or psychological problems, minority/ethnic status, or family or environmental factors.

2

Where Can You Find ERIC?

ERIC INFORMATION SERVICE PROVIDERS

You can access ERIC in person, by mail, or by telephone at nearly 3,000 locations around the world, including

- University and college libraries.
- Local educational resource centers.
- Public libraries.
- ERIC Clearinghouses.

ERIC collections and materials are found in every state and in more than 60 countries. There are over 1,000 locations designated as ERIC information service providers. At these locations you can do one or more of the following:

- Use the ERIC print indexes.
- Access ERIC documents on microfiche.
- Run computer searches of the ERIC database.

> For quick reference on where to access the ERIC database, call:
> ACCESS ERIC at 1-800-LET-ERIC (1-800-538-3742)

Even if there is not an ERIC information source near you, you can order computer searches by phone or mail from ERIC Clearinghouses, many libraries, and other ERIC information service providers. You can order copies of ERIC documents from the ERIC Document Reproduction Service (EDRS).

MORE WAYS TO ACCESS ERIC

If you do a lot of research and have a need for frequent searches, you can search ERIC (and other databases) through your home or office computer. DIALOG and other database vendors such as SpecialNet offer low-cost searching access. In addition to your computer, you will need a modem, the corresponding telecommunications software, and a contract with one of the vendors. (See Appendix I for vendor addresses.)

The most recent advances in ERIC access are through a number of networks including the Colorado Alliance of Research Libraries (CARL), and the Syracuse University Information System (SUINFO). A full-text file of over 850 ERIC Digests is available to Internet users nationwide through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Detailed instructions for accessing ERIC via these three networks are provided in Appendix M.

3

How Can You Use ERIC?

Briefly:

- You can conduct manual searches of the ERIC print indexes *RIE* and *CIJE*.
- You can conduct computer searches of the ERIC database.

MANUAL SEARCHING

ERIC has three basic reference tools to help you locate information in the database and enhance your research capabilities. The first two are monthly abstract journals, and the third is a thesaurus of controlled subject headings:

- *Resources in Education* (*RIE*)

  RIE is a monthly journal of abstracts of current education-related documents. *RIE* contains five types of indexes: subject, author, institution, publication type, and Clearinghouse/ED number.

- *Current Index to Journals in Education* (*CIJE*)

  CIJE is a monthly journal of abstracts of education-related articles from approximately 760 journals. *CIJE* has three indexes: author, subject, and journal contents.

- *Thesaurus of ERIC Descriptors*

  This is the master list of ERIC's nearly 10,000 subject headings used in indexing and searching.

Libraries that subscribe to *RIE* and *CIJE* should also have copies of the *Thesaurus of ERIC Descriptors*. Be sure to spend some time using the *Thesaurus* to

find the best subject descriptors before turning to the subject indexes of *RIE* and *CIJE*.

A manual search of the print indexes may meet your needs if you have a topic that can be summarized with one or two subject terms and if you only need a limited number of references on your topic. A manual search consists basically of looking up your subject terms in the subject index of *RIE* and *CIJE*. (Cumulative indexes are available as well as the indexes in each issue.) Under each term in the subject index, you will find a list of the most relevant titles plus their ED and EJ numbers. You can then use the ED and EJ numbers to find the abstracts in *RIE* and *CIJE*. (See Chapter 5 of this booklet for information on where to get copies of documents and articles cited in ERIC.) Manual searches require very little database "expertise," but they are not suited to in-depth searching or complex topics.

An example of an appropriate manual search is one in which a student needed a few references on the fairly specific topic REGULAR AND SPECIAL EDUCATION RELATIONSHIP, which is a subject descriptor in ERIC. The student did a manual search of *RIE* and *CIJE* (January-March 1992 issues) which took approximately 30 minutes and located 22 documents and journal articles.

COMPUTER SEARCHING

Many of the sites where you can access ERIC (see p. 3) offer computer searches of the ERIC database. The database contains all of the records in *RIE* and *CIJE* dating from the beginning of ERIC in 1966.

If your topic is fairly complex and/or you need a comprehensive search of the literature over a period of several years, a computer search can be much more effective and efficient than a manual search.

> ***Please Note:***
> Procedures for searching the ERIC database vary with each of the major online vendors. Procedures also vary for searching ERIC on CD-ROM. If you have a professional searcher run your search, you do not need to learn specific search procedures. If you use a library where you can run your own search, written instructions for beginners should be available, as well as staff who can assist you.

What Will It Cost?

Fees for searches and printouts are determined by individual service providers. If you have a choice of several search services, ask about fees to help you make your decision, but do not decide on the basis of cost alone. Be sure to ask about other variables that may be important to you, such as turnaround time from

ordering to receiving a search, whether or not there are limits on the computer time or number of abstracts printed, and whether or not the search can be modified if the first results are not satisfactory.

Who Runs the Search?

At many libraries, you can run the search yourself. For the beginner, there are usually written search aids as well as help available from librarians. ERIC on CD-ROM is now available in most university libraries and research centers. The system's menu-driven approach makes the process painless.

If there is not a convenient location where you can search ERIC yourself, or if your topic is complex, you can have a professional (e.g., a librarian or information specialist) conduct the search for you. If possible, arrange to discuss your search topic directly with the searcher.

What Will I Get?

The result of the search will be an annotated bibliography of journal and document literature on your topic (see examples in Appendixes K and L). After you have received and screened your search, you can readily obtain the full text of most of the materials. ERIC is a document delivery database. Microfiche or paper copies of materials are available from many ERIC service providers or from the ERIC Document Reproduction Service (EDRS). Journal articles can be found in many libraries or reprints can be ordered from the UMI Article Clearinghouse. (See Chapter 5 for more information on locating copies of materials in ERIC.)

4

How to Search Your Special Education Topic in ERIC

The key to a good ERIC search is to do some advance planning following these steps:

Step 1 Write down your topic in your own words.

Step 2 Identify the different concepts in your search.

Step 3 Use the *Thesaurus of ERIC Descriptors* to locate the subject descriptors for each concept of your topic.

Step 4 Consider any additional limitations on your search.

Step 5 Run your search.

Step 6 Modify your search, if necessary.

SEARCH EXAMPLE A

You are writing a paper on how computers can be used to improve the writing skills of students with learning disabilities.

Step 1 Write down the topic in your own words.

"How have computers been used to improve the writing of students with learning disabilities?"

Step 2 Identify the different concepts in your topic.

CONCEPT 1	CONCEPT 2	CONCEPT 3
Learning Disabilities	Computers	Writing

Step 3 Use the *Thesaurus of ERIC Descriptors* to find subject descriptors for each concept of your topic.

CONCEPT 1	CONCEPT 2	CONCEPT 3
LEARNING DISABILITIES	COMPUTER ASSISTED INSTRUCTION	WRITING INSTRUCTION

Step 4 Consider any additional limitations on your search.

(These might include publication dates, types of publications, age of students, etc. None will be used in this example.)

Step 5 Run your search.

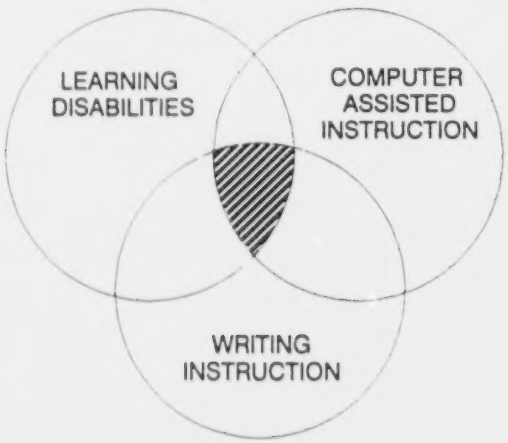
Following is a *brief* explanation of the logic that computers use in searching:

Computer searching is based mainly on Boolean logic. Three logical operators can be used to show the relationships among search terms: AND, OR, and NOT. In running a computer search, you specify the logical operators that will link your search terms in the way that will yield records relevant to your topic.

In this search, you are looking for records in ERIC that have *all three* of your search concepts:

LEARNING DISABILITIES **AND** COMPUTER ASSISTED INSTRUCTION **AND** WRITING INSTRUCTION

A Boolean diagram of your search might look like this:



The shaded area represents records that are indexed under all three concepts and should therefore be on your topic. An ERIC search on these descriptors (covering the years 1980–1991) yielded the following results:

LEARNING DISABILITIES = 5,800 records

COMPUTER ASSISTED INSTRUCTION = 9,259 records

WRITING INSTRUCTION = 8,133 records

LEARNING DISABILITIES **AND** COMPUTER ASSISTED INSTRUCTION **AND** WRITING INSTRUCTION = 19 records

Here are some sample records from this search:*

ED 327 037 EC 232 689

A Model Teaching Environment for Using Word Processors with LD Children. The Writing Project. Technical Report No. 2.
Neuman, Susan B.; And Others
Education Development Center, Inc., Newton, Mass. Oct 1985
28p.; For Technical Report No. 1, see EC 232 688; for other related documents, see ED 296 492 and ED 319 181.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Available From: The Writing Project, Educational Development Center, 55 Chapel St., Newton, MA 02160.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEMAY91
Target Audience: Practitioners

Presents first year (1984-85) findings of The Writing Project, a 2-year . . . study of the use of word processing to improve learning disabled children's writing skills. . . . focused in the first year on . . . observation of 14 fourth grade children as they wrote with word processors. Two contrasting teaching environments were identified: the compliance model . . . and . . . the facilitation model . . . Facilitative models . . . were found to have three overall characteristics: (1) teachers give children strategies for generating and organizing their own ideas; (2) teachers focus children's attention at the drafting stage on developing ideas in writing, rather than revising and editing, or on mastering the word processor; and (3) teachers reinforce children as capable thinkers and writers. (DB)

Descriptors: Computer Assisted Instruction; Computer Oriented Programs; Intermediate Grades; *Learning Disabilities; Models; Personal Autonomy; Program Effectiveness; Student Motivation; *Teacher Role; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction

EJ 420 356 IR 522 530

Enabling Students with Learning Disabilities: Insights from Research. Anderson-Inman, Lynne
Computing Teacher, v18 n4 p26-29 Dec-Jan 1991
Report No: ISSN-0278-9175
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Journal Announcement: CIJMAY91

Describes four research projects that used technology to support reading and writing activities of students with learning disabilities: the first used computerized speech feedback to improve reading skills of elementary students; the second used projection plates in collaborative writing projects; the third used hypertext study guides with ninth graders; the fourth used videodiscs to structure learning experiences. (11 references) (LRW)

Descriptors: *Computer Assisted Instruction; Elementary Secondary Education; Hypermedia; *Learning Disabilities; Projection Equipment; *Reading Instruction; Speech Synthesizers; Study Guides; Videodisks; *Writing Instruction

Identifiers: Collaborative Writing

EJ 415 034 EC 231 698

Creating a Community of Writers: The Computers and Writing Instruction Project.
Schwartz, Shirley S.; MacArthur, Charles A.
Preventing School Failure, v34 n4 p9-13 Sum 1990
Report No: ISSN-1045-988X
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB91
Target Audience: Practitioners

This paper provides an overview of the Computers and Writing Instruction Project, a field-tested curriculum for teaching writing to learning-disabled students consisting of a process approach, word processing, and strategy instruction. Its scope and sequence are described and guidelines for establishing a writer's workshop in the classroom offered. (PB)

Descriptors: Basic Writing; *Computer Assisted Instruction; Computer Uses in Education; Elementary Secondary Education; *Learning Disabilities; Word Processing; Writing (Composition); *Writing Instruction; *Writing Workshops

*For help in understanding RIE and CIJE records, see Appendixes K and L.

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Step 6 Modify your search, if necessary.

Looking at the three sample records from this search, you will notice additional descriptors related to the concept of writing, such as WRITING (COMPOSITION), and WRITING WORKSHOPS. At this point, the search could be modified to include these descriptors—and perhaps others from the *Thesaurus of ERIC Descriptors*—resulting in an expanded list of "writing" terms:

WRITING INSTRUCTION

WRITING (COMPOSITION)

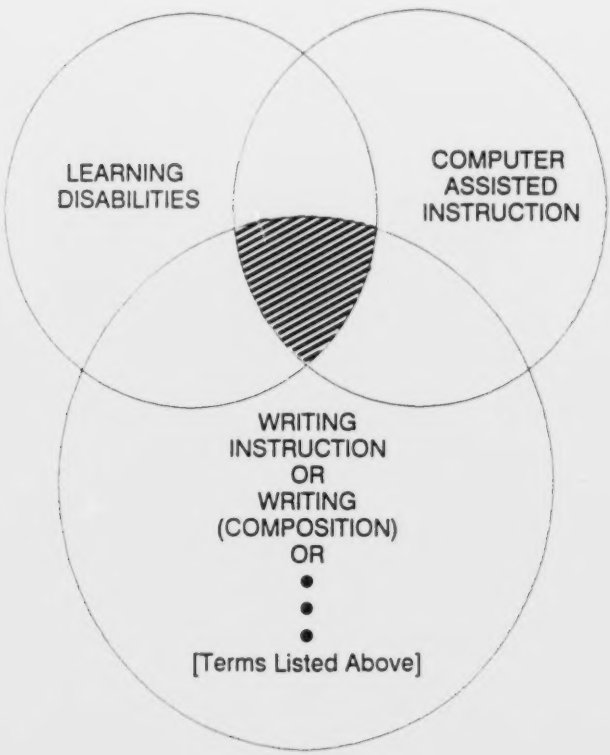
WRITING WORKSHOPS

BASIC WRITING

WRITING IMPROVEMENT

WRITING SKILLS

The Boolean operator OR is used in the search to combine all of the records in ERIC indexed under *any* of these descriptors, and your modified search strategy would look like this:



A modified search of ERIC (again 1980–1991) including the additional "writing" descriptors resulted in 38 records retrieved, including this one:

EJ 418 292 EC 232 049

Error Monitoring by Learning Handicapped Students Engaged in Collaborative Microcomputer-Based Writing.

Hine, Mary Sue; And Others

Journal of Special Education, v23 n4 p407-22 Win 1990

Report No: ISSN-0022-4699

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR91

Target Audience: Practitioners

Eleven learning-handicapped students, ages 8-13, generated text at microcomputers both alone and as members of dyads. Examination of mechanical errors revealed a lower error rate in the dyad condition compared to working alone. The relationship between error monitoring and the social interaction needed for collaboration is discussed. (Author/JDD)

Descriptors: *Computer Assisted Instruction; *Cooperative Learning; Elementary Education; Error Patterns; Interaction; Interpersonal Communication; *Learning Disabilities; Microcomputers; *Peer Influence; Peer Relationship; Performance Factors; Social Behavior; Word Processing; *Writing (Composition); Writing Skills

Identifiers: Dyadic Interaction Analysis; *Dyads; *Self Monitoring

Following is an example of a Search Worksheet illustrating how you might plan a search strategy for Example A.

*For help in understanding RIE and CIJE records, see Appendixes K and L.

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Search Worksheet

Example A

TOPIC

How have computers been used to improve the writing skills of students with learning disabilities?

CONCEPTS and ERIC DESCRIPTORS

CONCEPT 1		CONCEPT 2		CONCEPT 3
learning disabilities	AND	computers	AND	writing
LEARNING DISABILITIES		COMPUTER ASSISTED INSTRUCTION		WRITING INSTRUCTION or BASIC WRITING or WRITING (COMPOSITION) or WRITING IMPROVEMENT or WRITING SKILLS
OR				

ADDITIONAL LIMITATIONS

(e.g., publication types, educational level/age group, publication dates, etc.)

None

ADDITIONAL SEARCH TIPS

Identifiers

Identifiers are key words or "indexable" concepts intended to add depth to subject indexing that is not always possible with descriptors alone. Identifiers are not found in the *Thesaurus,* since they are generally proper names or concepts not yet represented by approved descriptors. In the resume sections of *RIE* and *CIJE* they appear in a separate field below the descriptors.

Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, and so forth. Here are a few examples of identifiers that have been used in ERIC and are related to special education:

Adaptive Behavior Scales	Piaget (Jean)
Americans with Disabilities Act 1990	Disabled Infants Project
Attitudes Toward Disabled	Behavior Management
Disruptive Behavior	Enuresis
Fetal Alcohol Syndrome	Spinal Cord Injuries

Looking again at an abstract from Search Example A (p. 11), notice that the sample ERIC journal article EJ 420 356 includes the identifier Collaborative Writing:

EJ 420 356 IR 522 530

Enabling Students with Learning Disabilities: Insights from Research. Anderson-Inman, Lynne

Computing Teacher, v18 n4 p26-29 Dec-Jan 1991

Report No: ISSN-0278-9175

Available From: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJMAY91

Describes four research projects that used technology to support reading and writing activities of students with learning disabilities: the first used computerized speech feedback to improve reading skills of elementary students; the second used projection plates in collaborative writing projects; the third used hypertext study guides with ninth graders; the fourth used videodiscs to structure learning experiences. (11 references) (LRW)

Descriptors: *Computer Assisted Instruction; Elementary Secondary Education; Hypermedia; *Learning Disabilities; Projection Equipment; *Reading Instruction; Speech Synthesizers; Study Guides; Videodisks; *Writing Instruction

Identifiers: **Collaborative Writing**

*For help in understanding RIE and CIJE records, see Appendixes K and L.

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Identifiers, like descriptors, can be used as searchable terms in your search strategy. If you find some appropriate identifiers after running your initial strategy, they can be added to modify and improve your search.

Publication Types

All ERIC documents are categorized by their form of publication (referred to as *Document Type, Publication Type,* or *PUBTYPE*), as well as by their subject. A special section of the document resume identifies the PUBTYPE by means of a three-digit code.

PUBTYPEs are assigned to every document and journal article (beginning September 1974 for *RIE* and August 1979 for *CIJE*). They appear in the monthly printed issues of *RIE* along with the bibliographic information. Here is an example of an ERIC document categorized with the document types NON-CLASSROOM MATERIAL (055) and CONFERENCE PROCEEDINGS (021):*

ED 341 182 EC 300 855

Touch the Future: Discovering Abilities through Technology for Living, Learning, Working and Playing. Southeast Regional Conference (3rd, Atlanta, Georgia, April 10-12, 1991).
Georgia State Dept. of Human Resources, Atlanta. Div. of Rehabilitation Services. Apr 1991
245p.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEJUN92
Target Audience: Practitioners; Administrators

. . . Originally intended for participants in a 1991 conference on assistive technology for the disabled. . . . individual sections . . . [concern] the following conference topics: blending, computer labs, family, grants and funding, interactive labs, learning, living, playing, and working. Also briefly described are posters presented at the conference, the video theater, and exhibitor displays. Among topics covered are: computer programs for the traumatically brain injured, resources for employment, impact of developmental disability on a family, developing conversational interaction with the "Unicorn Board", the Alliance in Technology Access resource network, seating and mobility, supported employment and assistive technology for the severely disabled . . . (DB)

Descriptors: Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computer Oriented Programs; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Employment; Financial Support; Independent Living; Linking Agents; Play; Technological Advancement; Technology Transfer

All assigned PUBTYPEs are searchable by computer. You may want to include them in your search strategy to locate a particular kind of document, such as TEACHING GUIDES, VIEWPOINTS, RESEARCH/TECHNICAL REPORTS, or TESTS/EVALUATION INSTRUMENTS. A list of ERIC Publication/Document Types appears in Appendix C.

Year of Publication

You may want to limit your search by the publication dates of documents and articles. For example, you may know before running the search that you only

*For help in understanding RIE and CIJE records, see Appendixes K and L.

want materials from the last 5 years or 10 years. This can be included as a limiting factor in your original search strategy, or it can be used to modify a search if you find more abstracts than you need.

Free-Text Searching

Although most ERIC subject searches are based on descriptors from the *Thesaurus*, free-text searching enables you to search for unique words and phrases found in titles or abstracts. For example, you could use free-text searching to search a phrase such as FACILITATED COMMUNICATION, which would enable you to locate a paper such as this one:*

ED 331 267 EC 300 250

Facilitated Communication in Mainstream Schools.
Remington-Gurney, Jane; Crossley, Rosemary
Aug 1990
13p.; Paper presented at the International Society on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990)
DRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: Australia; Victoria
Journal Announcement: RIESEP91

Facilitated communication is described as a method of training communication partners or facilitators to provide physical assistance to communication aid users, to help them overcome physical and emotional problems in using their aids. In Melbourne (Victoria, Australia), the DEAL (Dignity, Education and Language) Centre has identified 96 people (ages 6-18) who became able to communicate at a previously unrealized level of communication competence with the use of facilitated communication. . . Issues in integration of these students are discussed, including teacher qualifications to meet needs of integrated students, teaching of social skills, low wages of integration aides, and low levels of training for integration aides. DEAL's attempts to increase the amount of direct liaison with schools are [also] discussed . . . (JDD)

Descriptors: *Attendants; Communication Aids (for Disabled); *Communication Disorders; Communication Skills; Elementary Secondary Education; Equipment Utilization; Foreign Countries; Helping Relationship; *Mainstreaming; *Training
Identifiers: *Augmentative Communication Systems; Australia (Victoria); Facilitators

Nonsubject Access

The usual approach to finding information in ERIC is by subject area, using descriptors, identifiers, and/or free-text phrases. Using ERIC's PUBTYPE codes to locate types of materials further refines the search process. ERIC can also be searched by author, institution, specific journal, language of document, geographic origin, and target audience (e.g., whether the document was intended for teachers, students, parents, etc.). For more information on these nonsubject approaches to searching ERIC, ask a librarian or call CEC-ERIC at 1-703-264-9474.

*For help in understanding RIE and CIJE records, see Appendixes K and L.

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SEARCH EXAMPLE B

Search Worksheet
Example B

TOPIC

What curriculum guides have been developed for teaching mathematics to students who have mild disabilities?

CONCEPTS and ERIC DESCRIPTORS

CONCEPT 1		CONCEPT 2		CONCEPT 3
curriculum guides	AND	mathematics	AND	mild disabilities
Publication Type = 052 (Teaching Guides)		MATHEMATICS CURRICULUM or MATHEMATICS INSTRUCTION or ELEMENTARY SCHOOL MATHEMATICS or SECONDARY SCHOOL MATHEMATICS or MATHEMATICS SKILLS		MILD MENTAL RETARDATION or LEARNING DISABILITIES or MILD DISABILITIES
OR				

ADDITIONAL LIMITATIONS

(e.g., publication types, educational level/age group, publication dates, etc.)

Note the use of a Publication Type code, 052 = Teaching Guides, rather than a descriptor for the concept of "curriculum guides." Use of this code will retrieve actual curriculum/teaching guides, whereas use of the descriptor CURRICULUM GUIDES could also retrieve documents and articles that are *about* curriculum guides. If you were interested in both, you could search CURRICULUM GUIDES **OR** Publication Type=052 for that concept.

Search Example B

Sample Records

EJ 429 943 EC 601 006

Making Connections in Mathematics.
Engelmann, Siegfried; And Others
Journal of Learning Disabilities, v24 n5 p292-303 May 1991
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); TEACHING GUIDE (052)
Journal Announcement: CIJDEC91
Target Audience: Practitioners

Shortcomings of mathematics curricula are described and research on the use of sameness analysis with learning-disabled and at-risk students is outlined. The paper then illustrates how to teach addition-subtraction and multiplication-division relationships and their interrelationships in the context of solving word problems in mathematics. (Author/JDD)

Descriptors: *Arithmetic; Concept Formation; Elementary Secondary Education; *High Risk Students; Integrated Activities; *Learning Disabilities; Mathematics Curriculum; *Mathematics Instruction; *Teaching Methods; Word Problems (Mathematics)
Identifiers: *Sameness Analysis

ED 302 391 SE 050 181

Mathematics for the Mildly Handicapped. A Guide to Curriculum and Instruction.
Cawley, John F.; And Others
1988
265p.; Drawings and some small print may not reproduce well.
Report No: ISBN-0-205-11081-9
Available From: Allyn & Bacon/Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($25.95, 20% off 10 or more).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEMAY89
Target Audience: Teachers; Practitioners

This textbook for teachers discusses methods of teaching mathematics to mildly handicapped children in the elementary school. The mathematics is restricted to topics appropriate for and attainable by varied groups of handicapped children. Decisions on what, when, and for how long to teach are more crucial than how to teach. The first two chapters discuss selected characteristics of mildly handicapped children and their meaning for learning. Chapter 3 concerns space, spatial relations, and figures, which has been found to be among the easiest areas of mathematics for mildly handicapped children. Chapter 4 concerns prenumber content, followed by chapters on whole numbers, the operations with whole numbers, fractions, measurement, problem solving related to word problems, and problem solving with divergent considerations. Chapters on assessment and on multimedia materials conclude the text. References and an index are included. (MNS)

Descriptors: Elementary Education; *Elementary School Mathematics; Learning Activities; *Mathematics Instruction; *Mild Disabilities; Student Characteristics; *Teacher Education; *Teaching Methods; Textbooks

*For help in understanding RIE and CIJE records, see Appendixes K and L.

SEARCH EXAMPLE C

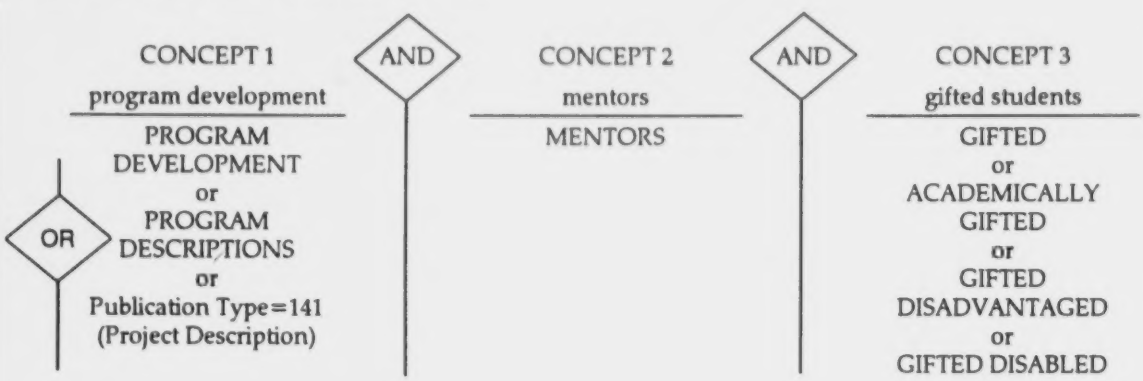
Search Worksheet

Example C

TOPIC

How can a program be developed to link mentors with students who are gifted? Programs based on Bloom's Taxonomy, the Enrichment Triad Model, or Howard Gardner's theories are of particular interest.

CONCEPTS and ERIC DESCRIPTORS



IDENTIFIERS

Bloom's Taxonomy
Enrichment Triad Model
Gardner (Howard)

ADDITIONAL LIMITATIONS

(e.g., publication types, educational level/age group, publication dates, etc.)

Note the use of three identifiers to retrieve documents and articles on specific approaches to mentor programs. Also note the use of the Publication Type 141 (Project Description) in addition to descriptors for the "program development" concept.

Search Example C

Sample Records

ED 321 491 EC 231 812

Mentor Relationships and Gifted Learners.
ERIC Digest #E486.
Berger, Sandra L.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. 1990
3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: RI88062007
Report No: EDO-EC-90-5
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEDEC90
Target Audience: Practitioners; Parents

This digest explores the concept of mentoring with gifted students and offers guidelines on its implementation. The literature on mentoring is reviewed, noting the maturing effect of mentor relationships and the particular value of mentors for disadvantaged students and for females. Among six guidelines offered are: decide what (not whom) the student needs, identify a few mentor candidates, and monitor the mentor relationship. Among questions to ask students are whether a student wants a mentor and whether the student is prepared to spend a significant amount of time with the mentor. Among questions to ask potential mentors are whether the mentor understands and likes working with children and adolescents and whether the mentor is willing to be a real role model. Includes 16 references. (DB)

Descriptors: Disadvantaged Youth; Elementary Secondary Education; Females; *Gifted; Individual Needs; *Interpersonal Relationship; *Mentors; *Program Development; *Role Models; *Student Needs
Identifiers: ERIC Digests

EJ 392 116 EC 220 081

Nurturing Talent in 2000 A.D.
Cox, June; Kelly, Judith
Gifted Child Today (GCT), v12 n2 p2-4 Mar-Apr 1989
Available From: UMI
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)
Journal Announcement: CIJNOV89

Howard Gardner's view of education for the gifted in 2000 includes individual-centered schools, "intelligence-fair" testing, and mentorships and internships in the community that match students with learning opportunities, allowing them to explore career opportunities and avocations for life enrichment. (MSE)

Descriptors: *Educational Strategies; Elementary Secondary Education; Futures (of Society); *Gifted; *Individualism; Intelligence; Internship Programs; *Learning Theories; Mentors; *Program Development; School Community Relationship; *Testing
Identifiers: *Gardner (Howard)

EJ 373 442 EC 202 797

Mentor-Assisted Enrichment Projects: A Proven Way of Carrying Out Type III Triad Projects and Promoting Higher- Level Thinking in GTC Student-Proteges.
Gray, Marilynne Miles; Gray, William A.
Creative Child and Adult Quarterly, v13 n1 p30-42 Spr 1988
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV88

Student teachers and college students were trained to be primary mentors to gifted/talented/creative junior high students, while community resources served as secondary mentors. Mentors worked with students on enrichment projects emphasizing higher-level thinking. Described are protege selection, matching with mentors, mentor training and monitoring, and evaluating the results. (Author/JDD)

Descriptors: Cognitive Processes; Community Resources; *Creativity; Education Majors; *Enrichment Activities; *Gifted; Helping Relationship; Junior High Schools; *Mentors; Program Development; Student Experience; Student Projects; *Student Teachers; *Talent; Training
Identifiers: Blooms Taxonomy; Enrichment Triad Model

ED 296 567 EC 210 337

Setting Up SHOP: A Program for Gifted/Learning Disabled Students.
Trailor, Colette B.; Huntley, Lois
Norwich Public Schools, CT. Mar 1988
35p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEDEC88

The paper describes a Norwich, Connecticut, program for gifted learning disabled students. After a definition of giftedness, a chart lists characteristics of gifted/learning disabled students, and a brief discussion examines application of the Enrichment Triad Model of Joseph Renzulli to this population. Other program information pieces include a list of sample performance objectives, key characteristics of action information, a comparison of various intervention strategies, the mentorship model of the Norwich secondary program, alternative sources for gathering information, a management plan for individual and small group investigations, anecdotal vignettes of program achievements, the student product assessment form, program enrichment materials, a sample activity, and the parents' and teachers' program evaluation questionnaires. (DB)

Descriptors: Definitions; Demonstration Programs; *Gifted; Handicap Identification; Independent Study; *Intervention; *Learning Disabilities; Mentors; *Models; Program Descriptions; Secondary Education; Student Characteristics; Student Research; Talent Identification; Teaching Methods
Identifiers: *Enrichment Triad Model

*For help in understanding RIE and CIJE records, see Appendixes K and L.

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5

Where to Get Copies of the Materials You Find in ERIC

ERIC DOCUMENTS

Documents in the ERIC database will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are available full text on microfiche and/or paper copy. Over 700 libraries in the United States subscribe to the ERIC microfiche collection. In these libraries you can see and often make photocopies of documents (for a minimal fee).

To locate the ERIC microfiche collection nearest you, you can call ACCESS-ERIC at 1-800-LET-ERIC (1-800-538-3742) or alternatively, you can call ERIC-CEC at 703-264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form shown in Appendix F to order these documents.

The ERIC citation will tell you whether the document is available from EDRS and if so, whether in microfiche only or in microfiche and paper copy. If a document in ERIC is not available from EDRS, an address for ordering copies will be given in the citation.

JOURNAL ARTICLES

Copies of journal articles can usually be obtained from one or more of the following sources:

- The periodical collection of a library.
- University Microfilms International (UMI) or other article reprint services.

- The journal publisher.
- Online *full-text* databases (e.g., Health Periodicals Index) which are available on DIALOG and other publicly available online retrieval systems.

The Periodical Collection of a Library

Often a phone call or visit to your local university, professional, or public library will suffice to locate the nearest institution that carries the journal you are seeking.

University Microfilms International (UMI)

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. If the article is available from UMI, it will be noted in the document citation. Pages are reproduced exactly as they appear in the journal, including advertising. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is 3 days, and the price includes postage via first class mail. The telephone number for UMI is 1-800-521-0600, Ext. 2533 or 2534.

A mail or facsimile order form and a price list for obtaining reprints from UMI are included in Appendix F.

The Source Journal Publisher

Appendix H is a list of special education journals. Many of them are abstracted in ERIC's *Current Index to Journals in Education*, and all of them are abstracted in CEC's database, Exceptional Child Education Resources, which is described in Chapter 6. The list includes the name and address of each publisher. You can find the Source Journal Index for the entire ERIC database in any issue of *CIJE*, available in many libraries.

6

Searching Your Topic in the Exceptional Child Education Resources Database

In addition to searching ERIC, you will want to search your topic in the Exceptional Child Education Resources (ECER) database. The ECER database is produced by The Council for Exceptional Children and contains information that is not found in ERIC.

What Is the Exceptional Child Education Resources Database?

The ECER database contains citations and abstracts of English-language print and nonprint materials dealing with the education and development of people of all ages with exceptionalities—those who have disabilities and those who are gifted.

How Is ECER Different from ERIC?

Although the ECER database includes many journal article and educational document abstracts that are duplicated in ERIC, you will need to search ECER to find the following kinds of materials:

- Books.
- Nonprint materials.

- Dissertations.
- Additional journal articles (Over 100 journals covered by ECER are not covered in ERIC.)

Where Can You Search ECER?

Manual searches of the print journal *Exceptional Child Education Resources* and computer searches of the ECER database are available in many of the libraries and information centers that offer access to ERIC.

How Can You Search ECER?

ECER can be searched in the following two ways:

- Manual searches of the print journal *Exceptional Child Education Resources.*
- Computer searches of the Exceptional Child Education Resources (ECER) database.

ECER is compatible with and complementary to ERIC. The ERIC cataloging, indexing, and abstracting rules are also used in ECER. The *Thesaurus of ERIC Descriptors* is used to index ECER, which means you can use the same descriptors for both databases.

Most other ERIC search strategy techniques can also be used in ECER, such as publication types, identifiers, and free-text searching.

For more information on searching ECER, call The Council for Exceptional Children, Information Center, 703-264-9474.

Going back to the search examples, here are some records that you would find in ECER that you would not find in ERIC:

Book:

EC 220 684/5 EC 220 684

Mathematics for the Mildly Handicapped: A Guide to Curriculum and Instruction.
Cawley, John F. And Others 1988- 252P. Allyn and Bacon, Inc., 160 Gould St., Needham Heights, MA 02194-2310 ($25.95)
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-203-11081-9
DOCUMENT TYPE: 052; 010

The guide to mathematics instruction for individuals with mild disabilities, including mild mental retardation, learning disabilities, and behavior disorders, provides an instructional approach that regular and special education teachers can use to stress concept and skill development. Emphasis is placed on problem-solving for mathematics and for overall development, and on concepts over skills. An introductory chapter discusses planning for the mildly handicapped, classification (use of labels and individuality), developmental characteristics (growth patterns and comparisons among children with handicaps), and their implications. Chapter 2 addresses general issues in learning and instruction, including the interactive unit, learning processes, cognitive development, affective considerations, alternative representations, and learning and achievement. Subsequent chapters focus on specific aspects of mathematics instruction for this population: prenumber content; whole numbers; the arithmetic of whole numbers; fractions; measurement; problem solving (word problems and divergent considerations); assessment techniques (diagnostic, placement, achievement, and comprehensive); and the use of multimedia materials and equipment. A bibliography of over 80 citations is included. (MSE)

Descriptors: *Mild Disabilities; *Mild Mental Retardation; Learning Disabilities; *Behavior Disorders; *Mathematics Instruction; Classification; Individual Development; *Learning Processes; Cognitive Development; Affective Behavior; Spatial Ability; Geometry; Microcomputers; Computer Assisted Instruction; Whole Numbers; Fractions; *Measurement; Problem Solving; Divergent Thinking; Word Problems (Mathematics); *Mathematics Tests; Diagnostic Tests; Student Placement Tests; *Educational Media; Multimedia Instruction; Special Education; Elementary Secondary Education?

Dissertation:

EC 210 730/5 EC 210 730

A Comparison Study of Prewriting Strategies for Secondary Learning Disabled and Non-Learning Disabled Students.
Turner, Margaret Nan
1987- 114P.
NOTE: West Virginia University. UMI, P.O. Box 1346, Ann Arbor, MI 48106 Order No. DA8810728.

EDRS: NOT AVAILABLE
DOCUMENT TYPE: 041; 143

No Abstract.

Descriptors: *Learning Disabilities; *Writing (Composition); Secondary Education; *Prewriting; *Writing Instruction; *Computer Assisted Instruction; *Writing Apprehension; Elementary Secondary Education

There are many other databases that contain information related to children with exceptional needs. Nine of them are described briefly in Appendix E.

7

What Can ERIC Clearinghouses Do for You?

The 16 ERIC clearinghouses perform the following three major tasks:

- Acquiring, selecting, abstracting and indexing professional literature for the ERIC database.
- Developing new publications including digests, research summaries, bibliographies, and books that summarize or synthesize information on current and emerging topics.
- Responding to information requests.

The ERIC clearinghouse that deals with the education of students who have disabilities and/or are gifted is located at The Council for Exceptional Children (CEC). ERIC-CEC gathers and disseminates educational information on all disabilities and on giftedness, across all age levels.

When you have a special education question, you may want to contact ERIC-CEC for

- A list of clearinghouse publications.
- A brief ERIC-CEC publication that responds to your question.
- A custom computer search.
- Help in planning your ERIC search.
- Referral to other sources of information on your topic.

Also check the complete list of ERIC clearinghouses given in Appendix G for others that may have information on your topic.

8

How Can You Contribute to the ERIC Database?

If you have recently written a paper related to the education of gifted students or of people with disabilities, your work can be made permanently available and accessible through ERIC. ERIC-CEC is interested in receiving all types of substantive documents, including research reports, program descriptions or evaluations, reviews of literature, curriculum guides, and conference papers. Documents submitted to ERIC are evaluated according to the following criteria:

- Substantive information (five pages or more).
- Clear writing style.
- Currency.
- Sound methodology (for research)
- Content generalizability to other settings.
- Adequate references.

For further information on submitting your paper to ERIC, call ERIC-CEC at 1-703-264-9472 and ask for the acquisitions coordinator.

APPENDIXES

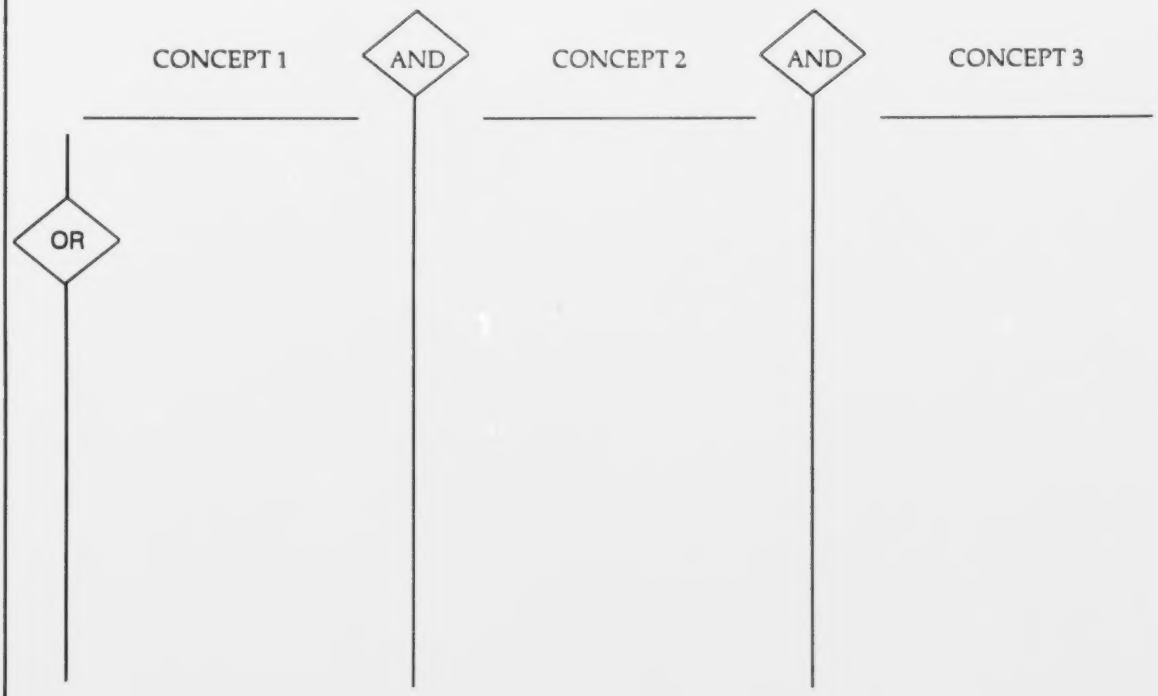
A

ERIC Search Worksheet

ERIC Search Worksheet

TOPIC

CONCEPTS and ERIC DESCRIPTORS



ADDITIONAL LIMITATIONS

(e.g., document types, educational level/age group, publication dates, etc.)

B

ERIC Descriptors for Disabilities and Giftedness

The descriptors and identifiers listed here can be used to search the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) print indexes and databases. Always check the latest issue of the *Thesaurus of ERIC Descriptors* for current indexing terms applicable to your search.

Disabilities (General Descriptors)

ADVENTITIOUS IMPAIRMENTS
CONGENITAL IMPAIRMENTS
DISABILITIES
LOW INCIDENCE DISABILITIES
MILD DISABILITIES
MULTIPLE DISABILITIES
SEVERE DISABILITIES

Physical Disabilities

AMPUTATIONS
CEREBRAL PALSY
CLEFT PALATE
PHYSICAL DISABILITIES

Learning Disabilities

APHASIA
DYSLEXIA
HEAD INJURIES
HYPERACTIVITY
LANGUAGE HANDICAPS
LEARNING DISABILITIES
MINIMAL BRAIN DYSFUNCTION
NEUROLOGICAL IMPAIRMENTS
PERCEPTUAL HANDICAPS
READING DIFFICULTIES
WRITING DIFFICULTIES

Mental Retardation

DEVELOPMENTAL DISABILITIES
DOWNS SYNDROME
MENTAL RETARDATION
MILD MENTAL RETARDATION
MODERATE MENTAL RETARDATION
SEVERE MENTAL RETARDATION

Mental Disorders

AUTISM
BEHAVIOR DISORDERS
EMOTIONAL DISTURBANCES
MENTAL DISORDERS
NEUROSIS
PSYCHOSIS

Communication Disorders

COMMUNICATION DISORDERS
LANGUAGE HANDICAPS
READING DIFFICULTIES

Speech Handicaps

APHASIA
ARTICULATION IMPAIRMENTS
CLEFT PALATE
DELAYED SPEECH
SPEECH HANDICAPS
STUTTERING
VOICE DISORDERS

Hearing Impairments

DEAFNESS
DEAF BLIND
HEARING IMPAIRMENTS
PARTIAL HEARING

Visual Impairments

BLINDNESS
DEAF BLIND
PARTIAL VISION
VISUAL IMPAIRMENTS

Gifted

ACADEMICALLY GIFTED
CREATIVITY
GIFTED
GIFTED DISABLED
GIFTED DISADVANTAGED
TALENT

Child Abuse

CHILD ABUSE
SEXUAL ABUSE (*Note:* CHILD ABUSE and SEXUAL ABUSE are used together to index "Child Sexual Abuse.")

Special Health Problems

ALCOHOLISM
ALLERGY
ANEMIA
ANOREXIA NERVOSA
ASTHMA
BULIMIA
CANCER
COMMUNICABLE DISEASES
DIABETES
DISEASES
DRUG ADDICTION
EPILEPSY
HEART DISORDERS
HOMEBOUND
HOSPITALIZED CHILDREN
HYPERTENSION
INJURIES
LEAD POISONING
Medically Fragile (*Note:* This is an identifier.)
OBESITY
OCCUPATIONAL DISEASES
POISONING
RUBELLA
SEIZURES
SICKLE CELL ANEMIA
SPECIAL HEALTH PROBLEMS
VENEREAL DISEASES

C

ERIC Publication Types

ERIC Publication Types

Code	Publication Type
010	BOOKS
	COLLECTED WORKS
020	— General
021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
050	— General (use more specific code, if possible)
	— Classroom Use
051	— Instructional Materials (For Learner)
052	— Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)
071	— ERIC Information Analysis Product (IAP's)
072	— Book/Product Reviews
073	— ERIC Digests (Selected) in Full Text
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NON-PRINT MATERIALS
101	— Computer Programs
102	— Machine-Readable Data Files (MRDF)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General (use more specific code, if possible)
131	— Bibliographies/Annotated Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials/Maps
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General (use more specific code, if possible)
141	— Descriptive (i.e. Project Descriptions)
142	— Evaluative/Feasibility
143	— Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	— Multilingual/Bilingual Materials

D

List of Organizations—1992

Attention Deficit Disorder
Association (ADDA)
8091 South Ireland Way
Aurora, CO 80016
800/487-2282

Alexander Graham Bell Association
for the Deaf, Inc.
3417 Volta Place, NW
Washington, DC 20007
202/337-5220

American Foundation for the Blind
15 West Sixteenth Street
New York, NY 10011
212/620-2000

American Occupational Therapy
Association
P.O. Box 1725
Rockville, MD 20849-1725
301/948-9626
800/SAY-AOTA (Members only)

American
Speech-Language-Hearing
Association (ASHA)
108801 Rockville Pike
Rockville, MD 20852
800/638-talk(8255)
301/897-5700

Association for Retarded Citizens
500 East Border Street, Suite 300
Arlington, TX
817-261-6003

Children with Attention Deficit
Disorders (CHADD)
499 NW 70th Avenue, Suite 308
Plantation, FL 33317
305/587-3700

Higher Education & Adult Training
for People with Handicaps:
HEATH Resource Center
One Dupont Circle NW, Suite 800
Washington, DC 20036
800/544-3284;
DC Area 202/939-9320

Learning Disabilities Association
4156 Library Road
Pittsburgh, PA 15234
412/341-1515

March of Dimes Birth Defects
1275 Mamaroneck Avenue
White Plains, NY 10605
914/428-7100

National Association for Gifted Children
1155 15th Street, NW;
Suite 1002
Washington, DC 20005
202/785-4268

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910-4500
301/587-1788;
301/587-1789(TDD)

National Association of Private Schools for Exceptional Children
1625 I Street, NW, Suite 506
Washington, DC 20005

National Center for Learning Disabilities (NCLD)
99 Park Avenue, 6th Floor
NewYork, NY 10016
212/687-7211

National Child Abuse Hotline
(Child Help, I.O.Foresters)
P.O. Box 630
Hollywood, CA 90038
800/4-A-CHILD

National Clearinghouse on Family Support/Children's Mental Health
Portland State University
P.O. Box 751
Portland, OR 97207-0751
800/628-1696

National Down Syndrome Congress
1800 Dempster Street
Park Ridge, IL 60068
800/232-6372

National Down Syndrome Society
666 Broadway
New York, NY 10012
800/221-4602; 212/460-9330

National Easter Seal Society
70 East Lake Street
Chicago, IL 60601
800/221-6827; 312/726-6200

National Information Center Clearinghouse
c/o Center for Developmental Disabilities
University of South Carolina
Benson Building, 1st floor
Columbia, SC 29208
800/922-9234

National Information Center for Children & Youth with Disabilities (NICHCY)
P.O. Box 1495
Washington, DC 20013
800/999-5599; 703/893-6061

National Institute of Child Health & Human Development (NICHHD)
9000 Rockville Pike
Building 31, 2A-32
Bethesda, MD 20892

National Library Service for the Blind & Physically Handicapped
The Library of Congress
Washington, DC 20542
202/707-5100

New England Index
(Disability Information for New England area only)
Schriver Center
200 Trapelo Road
Waltham, MA 02254
617/642-0248

Orton Dyslexia Society
Chester Building, Suite 382
8600 La Salle Road
Baltimore, MD 21204
800/ABC-D123; 301/296-0232

E

List of Special Education Related Databases

Clearinghouse Views

A Tour of Related Databases

Most students searching for information on regular or special education have probably had some experience with the ERIC (Educational Resources Information Center) database. There are also hundreds of other online databases, many of which may be of interest to students, practitioners, parents, and researchers needing information on topics related to children with exceptional needs.

Nine databases are listed here, including brief descriptions of coverage, the database producers, and availability through online vendors.

To search these databases, contact your local special education resource center, public library, or university library. For more information on the ERIC or ECER (Exceptional Child Education Resources) databases, contact CEC ERIC, 1920 Association Drive, Reston, VA 22091-1589, or call 703 264-9474. To learn more about online searching or available databases, contact the following online vendors:

DIALOG Information Services, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304
1-800-334-2564

BRS Information Technologies
8000 Westpark Drive
McLean, VA 22102
1-800-289-4277

Educational Resources Information Center (ERIC)

Currently the largest education database in the world, ERIC contains more than 700,000 citations covering research documents, journal articles, technical reports, program descriptions and evaluations, and curricular materials in the field of education.

Database Producer: *U.S. Department of Education, Office of Educational Research and Improvement, Washington, DC*
Availability Online: *DIALOG, BRS*

Exceptional Child Education Resources (ECER)

ECER is CEC's comprehensive database covering published professional literature on the education and development of people of all ages with exceptionalities—those who have disabilities and those who are gifted. Coverage also includes chronic illnesses; special health problems; child abuse and neglect; and children at risk due to disabilities, physical or psychological problems, limited English proficiency, or family or environmental factors. ECER is ERIC compatible and provides bibliographic citations and abstracts of books, journal articles, and selected nonprint materials. Dissertations related to special education are cited and indexed without abstracts.

Database Producer: *The Council for Exceptional Children, Reston, VA*
Availability Online: *DIALOG, BRS*

ABLEDATA

ABLEDATA contains detailed information on rehabilitation products and technical aids for people with disabilities, including personal-care, therapeutic, sensory, educational, vocational, and transportation aids.

Database Producer: *Adaptive Equipment Center, Newington Children's Hospital, Newington, CT*
Availability Online: *BRS*

REHABDATA

REHABDATA covers research and literature relevant to the rehabilitation of persons with physical or mental disabilities, including topics such as disability management, functional evaluation, independent living, placement, and transportation. Sources covered include technical research reports, consumer-oriented commercial publications, monographs, conference proceedings, and professional journals.

Database Producer: *National Rehabilitation Information Center, Silver Spring, MD*
Availability Online: *BRS*

PsycINFO (formerly Psychological Abstracts)

PsycINFO covers worldwide literature in psychology and related disciplines such as psychiatry, sociology, anthropology, education, linguistics, and pharmacology. Journal articles, technical reports, monographic series, and dissertations are included.

Database Producer: *American Psychological Association, Washington, DC*
Availability Online: *DIALOG, BRS*

MEDLINE

MEDLINE is the most comprehensive online resource for national and international medical journal literature. It covers all aspects of biomedicine, including the allied health fields, the biological and physical sciences, veterinary medicine, and humanities and information science as they relate to medicine and health care.

Database Producer: *National Library of Medicine, Bethesda MD*
Availability Online: *DIALOG, BRS*

Wilson Education Index

Wilson Education Index covers over 350 of the key English-language periodicals in all areas of education, including preschool, elementary, secondary, higher, adult, and vocational education; counseling; educational administration and supervision; teaching methods and curricula; psychology; special education and rehabilitation; and other topics of current interest.

Database Producer: *The H. W. Wilson Company, Bronx, NY*
Availability Online: *BRS*

British Education Index

British Education Index covers journal articles and thesis literature ranging from preschool to adult and higher education. The following are some of the topics covered: cognitive development, computer-assisted learning, curriculum, educational policy, special educational needs, and teacher education.

Database Producer: *British Education Index, Leeds, UK*
Availability Online: *DIALOG*

Birth Defects Encyclopedia Online

Birth Defects Encyclopedia Online contains more than 2,000 articles on specific birth defect conditions and complex syndromes.

Database Producer: *Center for Birth Defects Information Services, Inc., Dover, MA*
Availability Online: *BRS*

Reprinted from *TEACHING Exceptional Children*, Vol. 25, No. 1, 1992.

F

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List of ERIC Clearinghouses

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ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353;
(800) 848-4815 Fax: (614) 292-1260

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492 Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-5890

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 333-3767

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 264-9474 Fax: (703) 264-9494

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597 Fax: (202) 296-8379

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
Huntington Hall, Room 030
800 University Avenue
Syracuse, New York 13244-2340
Telephone: (315) 443-3640 Fax: (315) 443-5732

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (310) 825-3931 Fax: (310) 206-8095

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

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ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551 Fax: (202) 429-9766

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847 Fax: (812) 855-7901

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487

Curriculum and instructional programs and research evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717 Fax: (614) 292-0263

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838 Fax: (812) 855-7901

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186
Telephone: (202) 293-2450 Fax: (202) 457-8095

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3541
Telephone: (202) 342-5060 Fax: (202) 342-5033

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in educational projects and programs.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433 Fax: (212) 678-4048

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

Educational Resources Information Center (Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
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Special Education Journals

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CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for *EXCEPTIONAL CHILD EDUCATION RESOURCES* (ECER). Some of these articles are indexed and submitted for announcement in *CURRENT INDEX TO JOURNALS IN EDUCATION* (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current September 1992).

*°**Academic Therapy,** see **Intervention in School and Clinic**

*ACEHI Journal, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

The Adapted Physical Activity Quarterly, Human Kinetics Publishers, Inc., 1607 N. Market St., Champaign, IL 61825-5076

Advanced Development, Snowpeak Publishing Co., Inc., PO Box 3489, Littleton, CO 80122

*°†**American Annals of the Deaf,** Gallaudet, KDES, PAS-6, 800 Florida Ave., N.E., Washington, DC 20002

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

†**American Journal of Art Therapy,** Vermont College of Norwich University, Montpelier, VT 05602

*°**American Journal of Occupational Therapy,** 6000 Executive Blvd., Suite 200, Rockville, MD 20852

*°**American Journal of Speech-Language Pathology,** American Speech-Language-Hearing Association, Membership Operations Branch, 10801 Rockville Pike, Rockville, MD 20852-3279

*°†**American Journal on Mental Retardation,** 1719 Kalorama Rd., N.W., Washington, DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington, DC 20402

*°**Analysis and Intervention in Developmental Disabilities,** Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 (Incorporated in **Research in Developmental Disabilities**)

*°†**Annals of Dyslexia,** The Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204 (Formerly Bulletin of the Orton Society)

†**Archives of Disease in Childhood,** B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria, VA 22304

†**Arts in Psychotherapy,** Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville, NY 13066

*°**ASHA,** American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville, MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Decker Periodicals Publishing, Inc., PO Box 620, Station A, Hamilton, Ontario L8N3K7, Canada

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

*°**Australia and New Zealand Journal of Developmental Disabilities,** PO Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood, MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

*B.C. Journal of Special Education, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in Our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

*°†**Behavior Modification,** Sage Publications, 2111 W. Hillcrest Dr., Newbury Park, CA 91320

*°**Behavioral Disorders,** Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington, IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125, Australia

Beyond Behavior, Council for Children with Behavior Disorders, c/o Reece Peterson, 2021 Barkley Center, University of Nebraska-Lincoln, Lincoln, NE 68585

British Journal of Physical Education, Ling House, 162 King's Cross Rd., London WCIX 9DH England

*°**British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Ave., London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

‡°**Canadian Journal of Special Education,** University of British Columbia, 2125 Main Hall, Vancouver B.C., Canada V6T 1Z5

*°**Career Development for Exceptional Individuals,** Division on Career Development, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage, IL 62321-0299

*°†**Child Abuse and Neglect, The International Journal,** Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

†**Child and Family Behavior Therapy,** Haworth Press, 149 Fifth Ave., New York, NY 10010

Child and Youth Care Forum, Human Sciences Press, Inc., 233 Spring St., New York, NY 10013-1578

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York, NY 10010

*†**Child: Care, Health and Development,** Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL, England

*°**Child Care Quarterly,** Human Sciences Press, 72 Fifth Ave., New York, NY 10011

†**Child Psychiatry and Human Development,** Human Sciences Press, 72 Fifth Ave., New York, NY 10011

*°†**Child Welfare,** 67 Irving Place, New York, NY 10003

†**Children & Youth Services Review,** Pergamon Press, Fairview Park, Elmsford, NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., N.W., Washington, DC 20016

†**Children's Legal Rights Journal,** William S. Heen & Co., Inc., 1285 Main St., Buffalo, NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn, PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati, OH 45236

Creativity Research Journal, 320 S. Stanford St., La Habra, CA 90631

Deaf American, 5125 Radnor Rd., Indianapolis, IN 46226

Developmental Disabilities Bulletin, Developmental Disabilities Centre, 6-123d Education North, University of Alberta, Edmonton, Alberta T6G 2G5

*†**Developmental Medicine and Child Neurology,** Cambridge University Press, 40 W. 20 St., New York, NY 10011-4211

*°**Diagnostique,** Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus, OH 43210

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Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington, DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien, CT 06820

Educating Able Learners, GSI, *EAL*, PO Box 11388, Ft. Worth, TX 76110-0388

*"†**Education and Training in Mental Retardation,** 1920 Association Dr., Reston, VA 22091-1589

*†**Education and Treatment of Children,** Pro-Ed, Inc., 8700 Shoal Creek Blvd., Austin, TX 78758-6897

Education of the Visually Handicapped, see RE:view

The Educator, International Council for Education of the Visually Handicapped, Perkins School for the Blind, 175 N. Beacon St., Watertown, MA 02172

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

The European Journal of High Ability, Verlag fuer Psychologie-Dr. C. Hogrefe, Abteilung Zeitschriften, Postfach 3751, 3400 Goettingen, Federal Republic of Germany

*†**European Journal of Special Needs Education,** Routledge, Dept. J, International Thomson Publishing Services, Ltd., Cheriton House, North Way, Andover, Hampshire SP10 5BE, England

The Exceptional Child, see International Journal of Disability, Development, and Education

*"†**Exceptional Children,** 1920 Association Dr., Reston, VA 22091-1589

*"**Exceptional Parent,** 1170 Commonwealth Ave., 3rd Floor, Boston, MA 02134

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Focus on Autistic Behavior, Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

*"†**Focus on Exceptional Children,** Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni and Public Relations, Kendall Green N.W., Washington, DC 20002

*"†**Gifted Child Quarterly,** National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Ste. 140, Circle Pines, MN 55014

*"**The Gifted Child Today (GCT),** PO Box 637, Holmes, PA 19043

*†**Gifted Education International,** AB Academic Publishers, PO Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, PO Box 209, Monroe, NY 10950

ICEC Quarterly, Illinois Council for Exceptional Children, Ming-Gon John Lian, c/o Dept. of SED, Normal, IL 61761

Infant-Toddler Intervention: The Transdisciplinary Journal, Singular Publishing Group, Inc., 4284 41st St., San Diego, CA 92105-1197

*†**Infants and Young Children,** Aspen Publishers, Inc., 1600 Research Blvd., Rockville, MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

*†**International Journal of Disability, Development, and Education,** (formerly **The Exceptional Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*†**International Journal of Rehabilitation Research,** Hans-Bunte-STR-18, D-6900 Heidelberg 1, Federal Republic of Germany

†**International Journal of Special Education,** University of British Columbia, Vancouver BC V6T 1W5 Canada

*"†**Intervention in School and Clinic,** Pro-Ed Journals, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

Issues in Law and Medicine, PO Box 1586, Terre Haute, IN 47808-1586

The Japanese Journal of Special Education, c/o Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

*†**Journal for Vocational Special Needs Education,** Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana, PA 15705

†**Journal of Abnormal Child Psychology,** Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

†**Journal of Abnormal Psychology,** American Psychological Assn., 1200 17th St., N.W., Washington, DC 20036

Journal of Adolescent Chemical Dependency, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580

*†**Journal of Applied Behavior Analysis,** University of Kansas, Lawrence, KS 66044

*†**Journal of Applied Rehabilitation Counseling,** National Rehabilitation Counseling Association, 1522 K St., N.W., Washington, DC 20005

Journal of Autism & Childhood Schizophrenia (See Journal of Autism & Developmental Disorders)

*†**Journal of Autism & Developmental Disorders,** Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Child Sexual Abuse, The Haworth Press, Inc., 10 Alice St., Binghampton, NY 13904-1580

*†**Journal of Childhood Communication Disorders,** Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

†**Journal of Clinical & Experimental Neuropsychology,** SWETS North America, Inc., Box 517, Berwyn, PA 19312

†**The Journal of Clinical Child Psychology,** Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

*†**Journal of Communication Disorders,** American Elsevier Publishing Co., 52 Vanderbilt Ave., New York, NY 10014

*"†**Journal of Creative Behavior,** Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

*†**Journal of Early Intervention** (formerly **Journal of the Division for Early Childhood**), The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

The Journal of Educational and Psychological Consultation, Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

†**Journal of General Psychology,** Heldref Publications, 1319 Eighteenth St., N.W., Washington, DC 20036-1802

†**Journal of Genetic Psychology,** Heldref Publications, 1319 Eighteenth St., N.W., Washington, DC 20036-1802

*†**Journal of Head Trauma Rehabilitation,** Aspen Publishers, Inc., 7201 McKinney Circle, Frederick, MD 21701

*"†**Journal of Learning Disabilities,** Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Music Therapy, Box 610, Lawrence, KS 66044

†**Journal of Pediatric Psychology,** Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

†**Journal of Pediatrics,** 11830 Westline Industrial Dr., St. Louis, MO 63141

Journal of Psychology, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20036-1802

*"**Journal of Reading, Writing, & Learning Disabilities, International,** See **Reading and Writing Quarterly: Overcoming Learning Difficulties**

†**Journal of Rehabilitation,** National Rehabilitation Assn., 633 S. Washington St., Alexandria, VA 22134-4193

*†**Journal of Special Education,** Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

*"**Journal of Special Education Technology,** Peabody College, Box 328, Vanderbilt University, Nashville, TN 37203

*"†**Journal of Speech & Hearing Research,** American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

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*Journal of the Academy of Rehabilitative Audiology, NTID/RIT, One Lomb Dr., Rochester, NY 14623

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Ave., Silver Spring, MD 20910

*•†Journal of the Association for Persons with Severe Handicaps (JASH) (formerly AAESPH Review), 7010 Roosevelt Way, N.E., Seattle, WA 98115

*Journal of the Division for Early Childhood, see Journal of Early Intervention

*•Journal of the Education of the Gifted, University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288

*•†Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind), American Foundation for the Blind, 15 W. 16th St., New York, NY 10011

Journal of Vocational Rehabilitation, Andover Medical Publishers, Journal Fulfillment Department, 80 Montvale Ave., Stoneham, MA 02180

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

*•Language Speech & Hearing Services in Schools, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

Learning Disabilities Research and Practice, Division for Learning Disabilities, CEC, Springer-Verlag, N.Y., Inc., Service Center-Secaucus, 44 Hartz Way, Secaucus, NJ 07904

*•†Learning Disability Quarterly, Council for Learning Disabilities, PO Box 40303, Overland Park, KS 66204

*•†Mental Retardation, 1719 Kalorama Rd. N.W., Washington, DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canada T6G 2G5

Mental Retardation Systems, c/o Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan, IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Rd., Lenox, MA 01240

*Music Educators Journal, Music Educators Assoc., 1902 Association Dr., Reston, VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

National Forum of Special Education, NFSE Journal, 1705 Plantation Dr., Alexandria, LA 71301

†Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York, NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatric Physical Therapy, Williams & Wilkins, 428 E. Preston St., Baltimore, MD 21202

†Pediatrics, PO Box 1034, Evanston, IL 60204

*•Perspectives in Education and Deafness (formerly Perspectives for Teachers of the Hearing Impaired), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington, DC 20002

Physical and Occupational Therapy in Pediatrics, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580

†Physical Therapy, American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, VA 22314-1488

Pointer, See Preventing School Failure

*Preventing School Failure, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20036-1802

*•Reading and Writing Quarterly: Overcoming Learning Difficulties, Hemisphere Publishing Corporation, 79 Madison Ave., New York, NY 10016-7892

Rehabilitation Digest, One Yonge St., Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York, NY 10010

*•†Remedial and Special Education (RASE), Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735 (Incorporating Exceptional Education Quarterly, Journal for Special Educators, and Topics in Learning and Learning Disabilities)

*†Research in Developmental Disabilities (combines Analysis & Intervention in Developmental Disabilities and Applied Research in Mental Retardation), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton, NY 13904

*•Review (formerly Education of the Visually Handicapped), Heldref Publications, 4000 Albemarle St., N.W., Washington, DC 20016

*•Roeper Review, Roeper City & Country School, 2190 N. Woodward Ave., Bloomfield Hills, MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611

Sharing Our Caring, Caring, PO Box 400, Milton, WA 98354

SHHH Journal, Self Help for Hard of Hearing People, 7800 Wisconsin Ave., Bethesda, MD 20814

Slow Learning Child, See Exceptional Child

*•Social Work, 49 Sheridan Ave., Albany, NY 12210

Special Education: Forward Trends, see British Journal of Special Education

Special Education in Canada, see Canadian Journal for Exceptional Children

Special Services in the Schools, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

*•Teacher Education and Special Education, Special Press, Suite 2107, 11230 West Ave., San Antonio, TX 78213

*•TEACHING Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

Technology and Disability, Andover Medical Publishers, Inc., Butterworth-Heinemann, 80 Montvale Ave., Stoneham, MA 02180

*•†Topics in Early Childhood Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735

*•†Topics in Language Disorders, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg, MD 20877

The Tower Review, College of Education, Central State University, Edmond, OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly Training Quarterly on Mental Retardation), Temple University Woodhaven Center, 2900 Southhampton Rd., Philadelphia, PA 19154

*•†Volta Review, 3417 Volta Place, N.W., Washington, DC 20007

*Journals monitored for CIJE.

#Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., P.O. Box 61, Ann Arbor, MI 48106-1346, 1-800/732-0616.
‡Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H1L3.
•Copies of journal articles available from University of Kansas, Dept. of Human Development, Lawrence, KS 66045.
†Copies of journal articles available from ISIS, Institute for Scientific Information, 3501 Market St., Philadelphia, PA 19104, 1-800/336-4474.

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(800) 334-2564

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Telephone: (703) 442-0900
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Brandhorst, T. (1977). ERIC: Reminders of how it can help you. *Phi Delta Kappa, 58*(8), 627–630. EJ 156 997

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Dixon, L. S., & Wallace, A. H. (1990). *Using ERIC on CD/ROM: A guide to the basics.* Knoxville: Tennessee University, Knoxville. University Libraries. ED 330 351

Howley, C., Stowers, P., & Cahape, P. (1989). *A parent's guide to the ERIC database.* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. ED 307 102

Imel, S. (1990). *Locating and selecting information: A guide for adult educators.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. ED 325 657

Kuhlthau, C. (1987). *Information skills for an information society: A review of research.* Syracuse, NY: Information Resources. ED 297 740

National Information Center for Children and Youth with Handicaps (NICHCY). *A Parent's Guide, 1*(1). Accessing the ERIC resource collection. Washington, DC. ED 330 131

Rees, A. M., & Hoffman, C. (1990). *Consumer health and information source book* (3rd ed.). Phoenix, AZ: Oryx.

Robinson, J. S. (1988). *Tapping the government grapevine: The user-friendly guide to U. S. Government information sources.* Phoenix, AZ: Oryx.

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Smith, C. B. (1990). Answer your questions with ERIC. *Reading Teacher, 44*(1), 78–79. EJ 413 074.

Vellman, R. A. (1990). *Meeting the needs of people with disabilities: A guide for librarians, educators, and other service professionals.* Phoenix, AZ: Oryx.

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Smith, John D *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 89

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Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

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Identifiers—Consortium of States, *National Occupational Competency Testing Institute.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

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Informative Abstract.

Abstractor's Initials.

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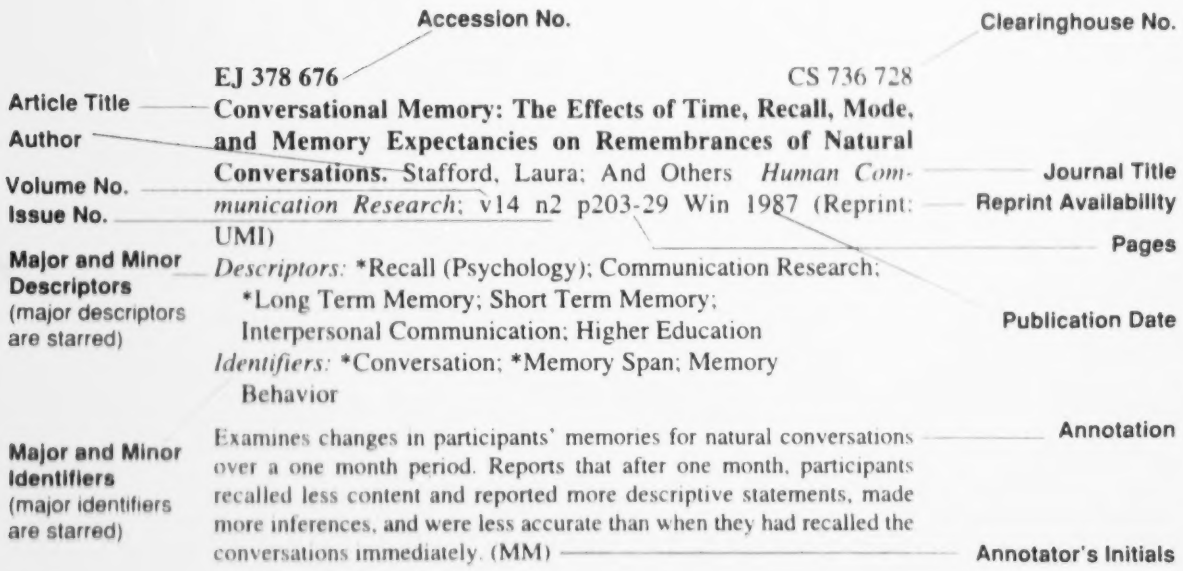
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Article Title
Conversational Memory: The Effects of Time, Recall, Mode, and Memory Expectancies on Remembrances of Natural Conversations.
Author
Stafford, Laura; And Others
Human Communication Research; v14 n2 p203-29 Win 1987 (Reprint: UMI)
Journal Title
Volume No.
Issue No.
Reprint Availability
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Publication Date
Major and Minor Descriptors (major descriptors are starred)
Descriptors: *Recall (Psychology); Communication Research; *Long Term Memory; Short Term Memory; Interpersonal Communication; Higher Education
Identifiers: *Conversation; *Memory Span; Memory Behavior
Major and Minor Identifiers (major identifiers are starred)
Annotation
Examines changes in participants' memories for natural conversations over a one month period. Reports that after one month, participants recalled less content and reported more descriptive statements, made more inferences, and were less accurate than when they had recalled the conversations immediately. (MM)
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2. Select the line number for your terminal type.

3. Press **RETURN** to enter the Public Access Catalog, and **RETURN** again after the welcome screen.

4. You will see a menu of databases. Select Current Article Indexes and Access by typing the numeral (**2** as of this writing).

5. Select ERIC by typing the numeral (**52** as of this writing).

6. Choose which subfile to search by typing the numeral. Choices as of this writing include: ERIC Thesaurus (**95**), ERIC RIE (**96**), ERIC CIJE (**97**), and ERIC Combined--RIE and CIJE (**98**).

7. Follow screen instructions to search.

TIPS:

-In the RIE, CIJE, and Combined files, search options include NAME search, WORD search, TITLE browse, NAME browse, SUBJECT browse, and SUBJECT WORD search. Read the introduction to learn what is covered by each field.

-Your final set must be under 300 records for the system to sort (i.e. display the most recent publications first). Whenever your result is over 300, the system prompts you to refine the search with extra terms.

-The system will prompt you to refine any search result by adding more terms or limiting by ERIC Context. (ERIC Context refers to Education Level, Age Level, Target Audience, and Publication Type.)

-The Quick Search option, which can be entered from any screen, allows faster searching from any screen. See the instructions given under QS in the menus.

8. To leave the system, type **//EXIT** from any screen.

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2. At the > prompt, type **SUINFO**.
3. At the ENTER TERMINAL TYPE prompt, type **VT100**.
4. Bypass the USERID prompt (with the tab key).
5. Bypass the PASSWORD prompt (with the tab key).
6. At the COMMAND prompt, type **SUINFO**.
7. After some messages and a pause, you will see a Welcome to SUINFO screen. Read the messages and type **Y** to continue. (Note: If you do not get the welcome screen, try typing SUINFO again and hit return.)
8. After a pause, you will see a Welcome to PRISM screen, followed by the main menu. Choose "General Interest" from the main menu by typing **1**.
9. You will see a File Selection menu. Choose ERIC by typing the numeral (**14** as of this writing).
10. Follow screen instructions to search the database.

TIPS:

- If "more" or "holding" appears at the bottom right corner of the screen, press HOME, ENTER, or some other key on your keyboard to advance the screen.
- To begin a search or start a new search in ERIC, type **FIND**.
- You will have to type out command words (such as **FIND, SELECT, DIS FULL**) rather than use the function keys.

11. To end the SUINFO session, type **LOGOFF**.

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6. Move through the list to ERIC Digests (107 or 108 as of this writing).
7. Hit the RETURN key to select the file.
8. Type one or more keywords, then hit the RETURN key to start the search.
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10. Highlight a title and hit the RETURN key to see the full text.

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- Use **CTRL-V** to move ahead by screen when viewing the title list.
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12. To quit SIMPLE WAIS, type **Q** (quit).
13. To leave the Bulletin Board System, choose **8** (Goodbye) from the main menu.

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